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Many of the recommendations of the 1960 White House Conference on Children and Youth have implications for home economics education and 14 of these recommendations form the basis for this publication, and for Part I, available as VT 005 255. Part II contains four articles on problems of families which affect their school-age members. Each chapter begins with a presentation of one of several recommendations made at the White House Conference to solve these problems. A brief discussion of related materials drawn primarily from survey and reference papers prepared for the conference participants follows. Finally, suggestions are given for implementing the recommendations in the home economics programs. Chapters cover: (1) Family Life and Leisure Activities, (2) Teaching Values Through Family Recreation, considering the need for values as well as the evaluation and planning of family recreation, (3) Family Guideposts to Social Behavior, describing establishments and activities of parent education programs, and (4) The Family and Citizenship Education discusses the role of the home, community, and home economics teacher. This document contains a list of references. (FP)

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THE FAMILY TODAY

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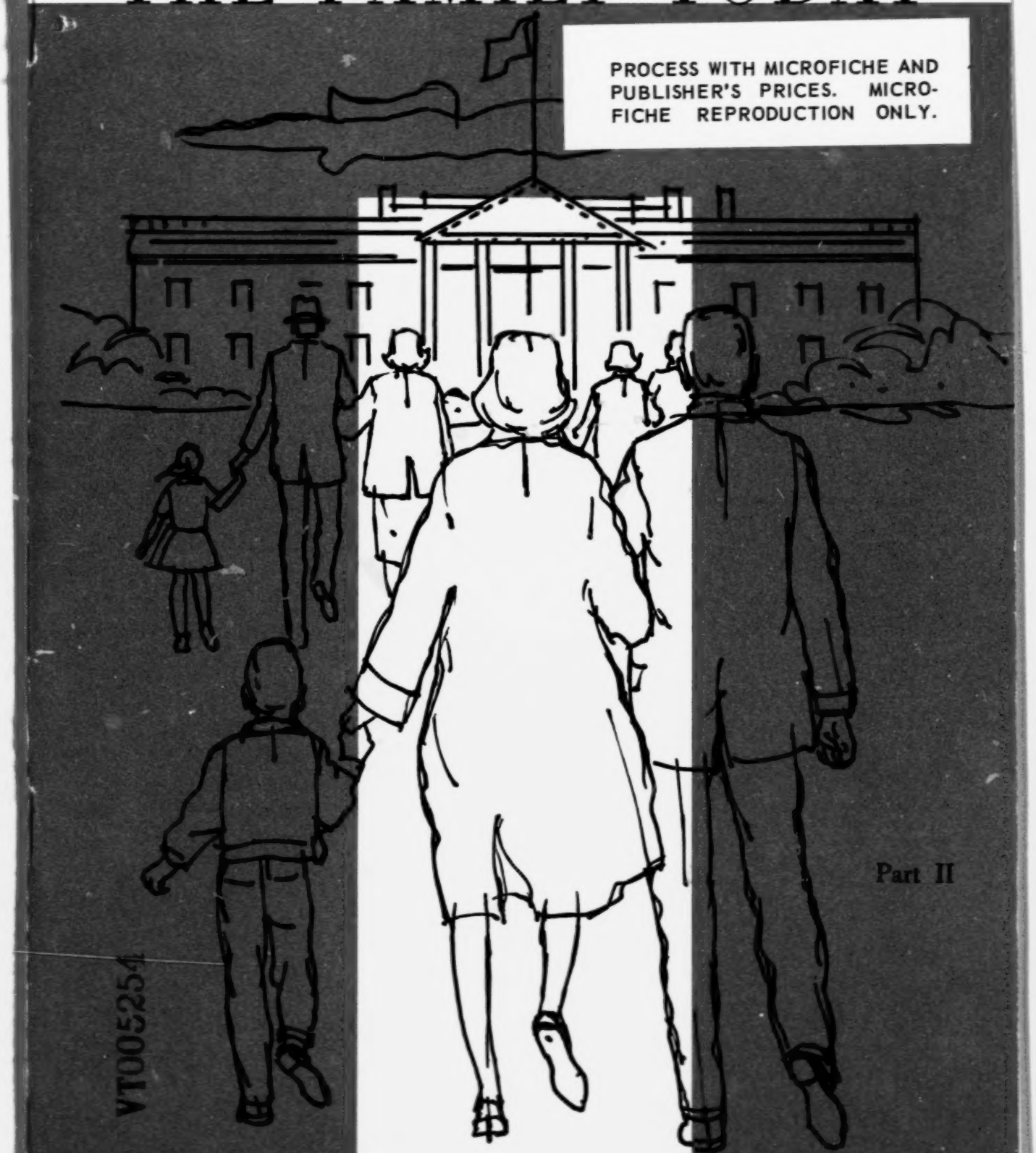

Part II

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THE FAMILY TODAY

Department of Home Economics—NEA
1201 Sixteenth Street, N.W.
Washington 6, D.C.

Part II
Fall 1961

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Introduction

Six hundred and seventy recommendations for the growth and development of the young people of the United States were presented at the 1960 White House Conference on Children and Youth. These recommendations, writes Mrs. Rollin Brown, national chairman of the Conference, "reflect the hopes and aspirations of all who, in the Conference theme, would strive 'to promote opportunities for children and youth to realize their full potential for a creative life in freedom and dignity.'" [1]

Many of the Conference recommendations have implications for home economics education; a number are specifically related to the content and objectives of the home economics program. These latter recommendations (14 in number) form the basis for the publication, THE FAMILY TODAY, Part I, which was published in the spring of 1961, and for this issue, Part II.

Part II contains four articles on problems of families which affect their school-age members. Each chapter begins with a presentation of one or several recommendations made at the White House Conference to solve these problems. A brief discussion follows of related material drawn primarily from survey and reference papers prepared for Conference participants. Finally, suggestions are given for implementing the recommendations in the home economics program.

It is the hope of the authors and editors of THE FAMILY TODAY that this publication will be helpful for teachers seeking to use the White House Conference recommendations as guides to action in their educational programs.

ELIZABETH SIMPSON
DORIS MANNING

Co-Editors

[1] White House Conference on Children and Youth. *Recommendations: Composite Report of Forum Findings.* Washington, D.C.: Superintendent of Documents, Government Printing Office, 1960. p. vii.

Chapter 1 Family Life and Leisure Activities

Marquita Irland

Eastern Illinois University

Recommendation 299

That all agencies give more emphasis to family leisure-time activities; and that serious attention be given to programs on the importance of family recreation and pilot or demonstration programs aimed at building better home and family life.[1]

THE NEW LEISURE

Leisure, as we know it today in the United States, is the outgrowth of changes which have occurred during the past decade. Never before have so many families had so much leisure time and so much money to expend in the enjoyment of this free time.

In 1900 the work week averaged sixty hours; in 1925, fifty hours; and in 1950, forty hours. It is estimated that in 1975 the work week will probably not exceed thirty-five hours.[2] Paid vacations and holidays, rare in 1900, are today customary for practically all persons in industry and commerce.[3]

Leisure-time expenditures have become an active and vital part of the consumption pattern of our nation. Approximately 15 percent of total consumer expenditures flow into the leisure-time field; this percentage closely approaches the expenditures for housing and defense.[4]

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[1] White House Conference on Children and Youth. *Recommendations: Composite Report of Forum Findings.* Washington, D.C.: Superintendent of Documents, Government Printing Office, 1960. p. 36.

[2] White House Conference on Children and Youth. *Children and Youth in the 1960's.* Washington, D.C.: Superintendent of Documents, Government Printing Office, 1960. p. 168.

[3] White House Conference on Children and Youth. *Children in a Changing World.* Washington, D.C.: Superintendent of Documents, Government Printing Office, 1960. p. 13.

[4] Zelomek, A. W. *A Changing America.* New York: John Wiley & Sons, 1959. p. 83.

Leisure is time to relax, to learn, and to cultivate interests and desires.[5] Television, with its "window to the world," has increased the time families spend in passive recreation. But, in contrast, there is an ever-increasing emphasis on individual and family participation in active sports—today Americans fish more, golf more, and boat more than ever before. Mass media and automation have tended to regiment the nation, but some forms of recreation help to make each individual unique.

In-school and out-of-school activities are influenced more than ever before by what is going on in the community. In the school, there has been a curricular shift away from general classical studies toward a more vocational emphasis. In the minds of youth, there exists a sharp distinction between work and play.[6] August Heckscher writes: "Today the standards of the adult world reach back into the world of children, making them less idle, but also more dependent for their pleasures on the output of machine technology."[7] Leisure for the family is an expensive commodity.

One of today's basic problems is to cultivate in children and youth a wholesome attitude toward recreation and leisure. "What he (the child) thinks, what he does, whom he is with during his leisure time may mean the difference between a happy, well-adjusted, mature adult and one who grows up with no inner resources, vacillating moral and ethical standards, and immature mental and emotional responses."[8]

About 70 percent of all leisure time is spent at home, but the amount of money spent on out-of-home activities is far greater than that spent for activities within the home.[9] At-home leisure-time activities today frequently revolve around that all-inclusive "do-it-yourself" field, where one can perform functions for which he previously paid professional workers, perhaps find enjoyment and that necessary pride in accomplishment, and often put unused space to work for the family. Hobbies, games, and crafts have added to our at-home use of leisure time; many people today are painting, making costume jewelry, or tiling ash trays and coffee tables.

Families should spend time together. Margaret Mead has suggested that whereas at one time it was wrong to play so hard that it might affect one's work, now it is wrong to work so hard that it may affect family life. Family emphasis means more at-home activities, more

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[5] White House Conference on Children and Youth. *Focus on Children and Youth.* Washington, D.C.: Superintendent of Documents, Government Printing Office, 1960. p. 184.

[6] Heckscher, August. "The New Leisure." *The Nation's Children: The Family and Social Change.* (Edited by Eli Ginzberg.) New York: Columbia University Press, 1960. Vol. 3, p. 233-35.

[7] *Ibid.,* p. 239.

[8] White House Conference on Children and Youth. *Focus on Children and Youth, op. cit.,* p. 187.

[9] Zelomek, A. W., *op. cit.,* p. 97.

community involvements with school, church, and civic groups. Adult education must become a constructive force in all communities; educational television must widen its vista; and communities must take action to popularize services to families, such as park development with greater breadth in recreational facilities for all age levels.

With so many choices of leisure activities facing today's individuals and families, the need for criteria to aid in the choice making is emphasized. In her book on American marriage, Ruth Cavan suggests three evaluation yardsticks: (a) Do the chosen activities contribute to personal development? (b) Do they contribute to family life as a whole? (c) Do they have lasting value? [10]

Clemens advocates home-centered play for: (a) greater understanding between parents and children, (b) learning of individuals to live together, (c) total development of the individual, (d) strengthening of family spiritual life, (e) indication and treatment of individual strengths and weaknesses, (f) opportunities for guidance and counsel, (g) opportunity for parents to live up to the ideal held by their children, and (h) developing pride in achievement.[11]

Harold W. Williams, writing about recreation in our affluent society, reminds us that, "We must build up an appreciation of leisure; we must teach leisure skills; we must help our society enjoy the fruits of its affluence." [12]

IMPLEMENTING RECOMMENDATION 299 IN THE HOME ECONOMICS PROGRAM

How may home economics teachers work toward building a better home and family life through leisure-time activities? The following suggestions represent activities for use in the classroom, the home, the Future Homemakers of America chapter, the school, and the community. Ideas for action come from thoughtful teachers, a community planning committee, an educational writer, and a publication on leisure time. All have something to contribute to the quality of home living, today and in the future.

Home Economics Class Activities

Develop a bulletin board, which will attract attention by showing pictures of the favorite leisure-time activities of class members

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[10] Cavan, R. S. *American Marriage, A Way of Life.* New York: Thomas Y. Crowell Co., 1959. p. 35.

[11] Clemens, A. H. *Marriage and the Family.* Englewood Cliffs, N.J.: Prentice-Hall, 1956. p. 281.

[12] Williams, H. W. "Recreation in Our Affluent Society." *Recreation* 52: 158; April 1959.

along with an exhibit case displaying the actual items used in the activities.

Plan a unit of study centered around "The Individual or Family in the Community." Consider such questions as: How do adults spend their leisure hours? What recreational facilities does the community provide for families? What can families do to encourage community spirit? What community groups are especially interested in family recreation?

Study techniques of giving parties for all age levels, with special emphasis on the management of party time so that it is enjoyed by all age groups.

Have students keep a record for one week showing leisure-time activities of each family member; analyze the activities for the contributions they make to family unity.

Plan and prepare several meals suitable for special family occasions. Encourage repetition of these meals at home, with reactions from family members reported for class discussion.

Plan for family home tasks which can be done cooperatively. These may include "outdoor clean-up day," "operation recreation room rejuvenation," or "house in shipshape."

As a home experience, a student can serve a breakfast for the family on Sunday morning or organize a "do-it-yourself" breakfast where each individual is assigned one part of the preparation responsibility.

Encourage family Christmas projects which include making tree decorations and outdoor lighting arrangements, baking cookies, and wrapping gifts.

Suggest that pupils start a "family log" which will record good times the family has together. The log can include pictures, concert programs, and keepsakes.

Invite community people into the classroom to demonstrate their hobbies. A grandmother may do tatting; someone in a family may have photography as a hobby; an aunt may be an expert on birds; a mother may knit, crochet, quilt, or arrange flowers; someone else may know how to prepare foreign foods. With a little investigation and imagination the possibilities are limitless.

Learn a number of family games; some should be active, some passive, some singing, some educational, but all to be enjoyed by the entire family.

Initiate a clothing construction project in which mother and daughter can learn and work together.

One family started a project titled "Around the World in 80 Meals." [13] The whole family became involved in food preparation, decorating the

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[13] Riley, N., and Bristol, J. "The Wakes Are Eating Their Way Around the World." *American Home* 60: 17-20; October 1958.

table and room, costuming, inviting guests, and reporting on family culture in the country "being visited." The parents noted that the childrens' interest in world news increased, and that they learned almost as much as the children about life in other countries. A home economics teacher can develop a similar "trip" as a class activity, with encouragement toward expansion of the idea for the family at home.

Future Homemakers of America Activities

The FHA can sponsor an all-school assembly, with a speaker and a panel discussion, concerned with the values to be gained from family recreation. This would be an excellent opportunity to interpret for students some of the outside forces that affect family life.

A "Family Fun Night" can be scheduled as an annual feature of the FHA program. Many clubs make this a pot-luck affair; some traditionally have the fathers assist by frying hamburgers; others prepare a smorgasbord; still others like chili suppers. Whatever the menu, this is an opportunity to include some food for thought about the values of the family playing together.

Several chapters can combine their degree advancement program with a family open house in the home economics department.

Skating or bowling are popular activities for family fun nights. Whatever sport is well liked by chapter members and their parents will serve equally as well for fellowship.

Color slides which show club members enjoying outings with their families may be viewed at a chapter meeting. Some families camp, some fish, others swim, some travel to faraway places, some garden at home—the slides can show families enjoying any or all of these activities in hours of shared leisure.

At least one club plans the annual UNICEF collection as a "Daddy Date Night," with cider and doughnuts at school after a well organized door-to-door campaign by girls and their fathers to accumulate the funds for the UNICEF contribution.

FHA-instigated family neighborhood potlucks can be lots of fun, and at the same time provide an opportunity to broaden knowledge about the program of work of the Future Homemakers organization.

A program on recreation in other countries can provide an opportunity for inviting community members to present information about places in which they have visited or lived. Such a program can lead to an FHA-sponsored family night for the purpose of learning some native folk dances.

Activities for Other Groups Within the School

The home economics teacher may encourage the school to sponsor parent family life study programs. All faculty members can contribute

to better understanding in some phase of a program geared toward improved home and family life for each child in the community.

In cooperation with the art, physical education, and social science departments, posters to indicate local community and nearby recreation areas can be developed and displayed in the school, in downtown store windows, or in the public library.

Faculty sponsorship of a hobby show where all families in the community are encouraged to "show and tell" about family hobbies may offer some interesting possibilities for stressing the importance of family recreation.

Family night recreation programs with facilities and leadership provided for activities of interest to all age groups may be sponsored by a school.

Some home economics departments provide child care centers during PTA meetings, child study meetings, or on voting days. Students gain firsthand observation and participation experiences upon which they may draw in class discussions of child development.

Faculty-family recreation nights are popular in many schools; playing together increases understanding between school and community and sets the stage for working together in a more effective manner.

Community Activities

Camping associations are being formed in numerous communities to bring families with similar interests together and to provide for exchange of ideas and information about equipment and camping areas. Milwaukee has such an association sponsored through the Department of Municipal Recreation and Adult Education.[14] It takes only several interested people to start a project.

Trampoline clubs provide fitness opportunities for many children, and parents frequently find enjoyment in both participation and observation. The home economics teacher and her students can encourage the community to add all kinds of active sports facilities for families.

Community programs for the family on special holidays offer stay-off-the-highway recreation. One town's July 4th family day includes father-son relays as well as special activities for various age groups. The home economics teacher can help students analyze such community activities for their contributions to home and family life.

Several years ago C. H. McCloy of the University of Iowa advocated cooperative neighborhood planning in which each family would provide one recreational facility. For example, facilities for lawn tennis were provided by one family; another provided for shuffleboard; and another, for basketball practice. As a result, within a small radius of homes a

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[14] Wilson, G. "Camping Services for Families." *Recreation* 52: 97; March 1959.

variety of recreational facilities were available, with no unnecessary duplications.

National and state parks have outstanding facilities and educational programs for family recreation. One home economics teacher and her students, after visiting Indiana's Turkey Run State Park, publicized its many leisure-time possibilities.

Industrial organizations are slowly incorporating family recreation facilities into their over-all space planning. Industry has long recognized the value of providing recreational areas for the workers; only recently, and with urging from interested citizens, have they moved into the family recreational area.

Scout groups, fraternal organizations, and "Y" groups are vitally interested in family recreation. They need facilities and leadership in local areas; home economics teachers and their families can do much to promote the worthwhile activities of these groups.

Sportsman's clubs are gaining favor, particularly on a township basis where previously all-age leisure-time facilities were not available. One such group in northern Illinois has skeet shooting facilities, a swimming pool, group game areas, hiking sections, and barbecue pits for the use of its members.

Little theater groups can easily become family-centered. A New Orleans theater group several years ago included a children's group in its organization. Creative use of leisure time in the dramatics area provides a new type of outlet for children and adults. Costuming may be the home economics teacher's means of entrance into such groups, but it need not remain her only interest.

Religious groups of all faiths encourage families to worship as a group. Many families find a good share of their leisure time devoted to activities associated with their church or synagogue.

The Role of the Home Economics Teacher

As the work week becomes shorter and leisure time becomes even more plentiful, families must find constructive and satisfying outlets for their energy and their time. And it is one task of the home economics teacher to aid them. This fact was pointed out by the Committee on Philosophy and Objectives of Home Economics of the American Home Economics Association when they stated, "As home economists, we can measure the success of our work by the extent to which we contribute to the development by individuals and families of the competences," among other things, "to enrich personal and family life through the refreshing and creative use of leisure." [15]

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[15] Committee on Philosophy and Objectives of Home Economics. *Home Economics —New Directions.* Washington, D.C.: American Home Economics Association, June 1959. p. 9.

Chapter 2 Teaching Values Through Family Recreation

Doris Manning and Elizabeth Simpson
University of Illinois

Recommendation 100

That religious and community agencies give increasing emphasis to family recreation and study the role of recreation in developing moral and spiritual values in family life.[1]

THE NEED FOR VALUES

Today, young people and adults have more leisure time and more money to spend during this time. As a result, choices of leisure activities have broadened. More than ever, guidance in the choice of such activities is important: ". . . society needs to supply youth with constructive pursuits for their leisure time and to guide them in selecting those that will benefit them most."[2]

There are many opportunities in wholesome, constructive, recreational activities for the development of moral and spiritual values. Particularly in those activities shared by the family are there opportunities for parents and for older brothers and sisters directly and consciously to seek to develop an understanding and appreciation of the values on which a strong, sound family life and a strong, sound society are built.

The home economics teacher has a contribution to make in helping prepare family members for utilizing recreational activities toward this constructive end. Her first job is to help her high-school and adult students develop increased understanding of the terms, *values* and *moral-spiritual values*, particularly as they apply to family living.

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[1] White House Conference on Children and Youth. *Recommendations: Composite Report on Forum Findings.* Washington, D.C.: Superintendent of Documents, U.S. Government Printing Office, 1960. p. 36.

[2] Prendergast, Joseph. "New Worlds for Boys and Girls." *Children and Youth in the 1960's.* White House Conference on Children and Youth. Washington, D.C.: Superintendent of Documents, Government Printing Office, 1960. p. 167.

"Values," according to a Kentucky educational bulletin, "are wants which have been critically analyzed and found worthy of choice." [3] A moral-spiritual value, according to a bulletin on moral and spiritual values in the schools prepared by a California education group, is—

> . . . always positive and . . . adds to the dignity, beauty, growth, happiness, and security of men. Whether a value at a given moment is moral or spiritual depends upon the quality—i.e., the richness, depth, and intensity—of the experiences that are producing it or being received from it. The acceptance or rejection of these values provides a basis for determining right thought and action. These values are the substance of the "good life."[4]

The home economics teacher may help students to recognize the possibilities in various leisure-time and recreational activities for developing moral and spiritual values in family life. In addition, in her role as citizen, she may give her support to those leisure-time programs and activities that offer such possibilities.

Following are some specific suggestions for implementing Recommendation 100 of the 1960 White House Conference on Children and Youth in high-school and adult home economics programs.

IMPLEMENTING RECOMMENDATION 100 IN THE HOME ECONOMICS PROGRAM

Discussing Values

Take sufficient time to help students develop understanding of the meaning of moral and spiritual values and how they relate to family life.

In family relationships units of study, especially at advanced levels, discuss the role of recreation in developing moral and spiritual values in family life.

In family relationships classes for adults, help parents examine various recreational activities for the possibilities they can provide for the development of moral and spiritual values in family members:

Cooperation—in preparing for a family hike

Generosity and kindness—in setting up and caring for a bird-feeding station

Responsibility—through care of a family pet

Respect for the law—while on an automobile trip

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[3] *Kentucky Educational Bulletin* 18: 682; October 1953.

[4] Subcommittee on the Development of Moral and Spiritual Values in the Schools. *Developing Moral-Spiritual Values in the Schools.* San Francisco: Fearon Publishers, 1957. p. 6.

Courage—through outdoor activities

Respect for the individual—through sharing family activities with friends of different social, racial, and ethnic backgrounds.

Examine the values suggested in popular television and radio programs, newspaper and magazine stories, articles, advertisements, and comic strips. For example, programs such as "Father Knows Best" or "Dobie Gillis" can be analyzed for the values the family members hold. Class discussion can center on the possible sources of these values and the consequences of acting upon them.

The family activity of television viewing brings with it exposure to a variety of advertisements. An analysis of advertisements may reveal the presence of such values as ease and comfort, prestige, self-love, economy, glamour, virility, and immortality. They may be evaluated in terms of how their acceptance would influence individuals and families.

Evaluating Family Recreation

The class can develop criteria for evaluating all kinds of family recreational activities. For example, one group set up the following criteria and evaluated favorite recreational activities with the help of other family members. Does the activity:

1. Lead to the personal growth and development of each family member?
2. Foster mental, spiritual, and/or physical health?
3. Foster family unity?
4. Result in increased knowledge and understanding and/or abilities and skills?
5. Deepen or develop new interests and appreciations?
6. Interest all family members?

Help students develop more specific criteria for selecting wholesome commercial recreation for individuals and for the family as a group. Set up criteria for movies, skating rinks, bowling alleys, races, circuses, and carnivals.

Discuss with students the settings in which recreational activities may take place and the moral and spiritual values which may be "caught" from the environment.

Discuss with advanced home economics students the need to escape, at times, from the pressures and tensions of modern living through such experiences as camping, hiking, and bike-hiking. The Secretary of the Interior, Stewart L. Udall, describes an experience of his family in the out-of-doors:

> For our two boys, Tommy, 12, and Scott, 11, it was an exciting and rugged adventure. For my wife, Ernalee, and myself, it was a chance to escape from

> the pressures of modern society, to wake up both physically and spiritually. . . . When we come back we feel strengthened and our confidence is restored. Something wonderful happens. Our children—and this includes two younger daughters, as well as our sons—become a little more self-sufficient, a little more patient, a little more appreciative of nature, and, most important, a little stronger.[8]

Planning Family Recreation

Students and teacher may prepare a bulletin board or exhibit to create interest in planning recreational activities which would include physical activity, cultural activity, creative activity, religious activity, personal improvement activity, educational advancement activity, solitary and social activities, social service activity, and daydreaming.

A bulletin board titled, "Time on Your Hands," shows different ways of using leisure and the effects of leisure activities on individuals in terms of moral and spiritual values.

Use case situations as springboards for discussion of the role of recreation in developing moral and spiritual values in family life. For example, family members can consider the following alternatives:

1. The family may take a guided tour through a chosen area.
2. The family may arrange to live with another family in a chosen area.

These alternatives could involve approximately the same amount of money. However, they could result in the development of somewhat different values. The guided tour would probably include visits to points of historical and cultural interest, which could serve to strengthen cultural values. Living with a family would result primarily in strengthening the value of respect for differences among people.

Discuss with advanced students and adults ways in which communities can help families meet their recreational needs. Develop a list, with students, of possibilities for the local community. The conclusions drawn may be presented to the appropriate town or city officials. This list can serve as the basis for a Future Homemakers of America project.

Have a resource person, such as a music or art teacher, speak on experiences in the arts as spiritually enriching for individuals and families. In one adult class on "Family Fun," an evening was devoted to "Family Fun with Music." An elementary teacher, who was also a semi-professional singer, served as resource person for the session. She spoke on ways in which shared musical experiences can enrich family life. Then, she and her husband and young daughter demonstrated how they spent an evening together singing, playing the piano, and becoming acquainted with new ideas through music. The session closed with group

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[8] Udall, Stewart L. "Try the Vigorous Life." *This Week Magazine*, February 12, 1961. p. 14.

singing. The adults reported this class as one of the most interesting meetings in the series.

Help students identify and clarify the values that they hold, and develop understanding of how these values influence their choices of recreational activities. Students also can identify the values of other family members (such as parents and grandparents) and gain an understanding of how their values operate in their selection of ways of spending leisure. Such analyses may very well lead to increased understanding of self and others and to the development of a more open-minded attitude toward those who hold values different from one's own.

A home economics teacher can explore the family recreational patterns of other cultures with her students to help them develop increased appreciation of other peoples.

Invite persons from another culture to discuss with the class their family recreational practices and the values on which they are based.

If religious songs are used at meetings of the Future Homemakers of America, make certain that they are songs of various religious faiths—particularly if various faiths are represented in the student group. Make a point of identifying the faith represented. Then, if possible, give some information about the song, its source, and its use in religious services.

During a unit of study in the area of child development, help students see that there are possibilities for teaching moral and spiritual values through the child's play. Use this approach to baby-sitting situations and to the "play school."

Elizabeth Hurlock, in *Adolescent Development*, writes that girls make up the "largest group of recreation-underprivileged youth."[6] If this is the case, teachers may need to make special efforts to help them understand their personal needs for the recreation required for personal fulfillment in all stages of the life cycle.

Have a class find out what churches and other community agencies are doing in respect to family recreation. They can compile a report to parents of recreational opportunities in the community. In addition, they can suggest ways in which to coordinate efforts.

The possibilities for providing social service in the community in hours of leisure can be explored by students. For example, in some communities, the "Candystripers" provide needed services to hospitals and, as a result, gain a feeling of accomplishment and a sense of cooperating and sharing.

Home experiences in the area of family leisure activities can be carried out as a means of promoting family solidarity. Analyze activities planned for the values involved. For example, if Susie Smith and her family plan to visit an art museum together, Susie should understand

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[6] Hurlock, Elizabeth B. *Adolescent Development*. Second edition. New York: McGraw-Hill Book Co., 1955. p. 249.

that aesthetic values probably prompted the choice and that these values are reinforced through participation in the activity.

Have students plan and carry out a party for underprivileged children at times other than holidays. The activity may result in the development of such values as generosity, kindness, responsibility, cooperation, and sensitivity to the feelings of others.

Help adults recognize the importance of setting limits on leisure-time activities as one means of providing for the security and safety of the child.

Advanced students may be encouraged to examine the relationship between creative activity and the expression and development of spiritual values. In one home economics class, students developed original arrangements of flowers and objects to carry out religious themes. A girl of Japanese ancestry in the class studied the philosophy expressed in Japanese flower arrangements. She demonstrated the arrangements for the class, sharing some of her new insights.

High-school and adult students can discuss family celebrations of religious holidays and the development in children of an understanding of the significance of each day.

The observance of the religious seasons, feasts, and festivals by families of various faiths can be discussed in home economics classes as the occasions arise.

The Role of the Home Economics Teacher

If the home economics teacher is to teach values effectively, she needs to have identified and clarified the values which she herself holds. She may profit from the experience of tracing her own values to their sources and recognizing how they influence her choices. It may also help her to study the role of her own recreational activities in developing her own moral and spiritual values.

Chapter 3

Family Guideposts to Social Behavior

Lois H. Humphrey
Emily Griffith Opportunity School

Recommendation 471

That youth and parents be assisted to prepare cooperatively, and to disseminate, parent-youth guides, embodying principles approved by the majority of parents and youth, to serve as guideposts to social behavior.[1]

Recommendation 472

That PTA's, churches, and community groups promote parent education programs and group counseling to assist young adults in their responsibility as teachers of the spiritual, moral, and ethical values of their children.[2]

The family has a vital role in teaching respect for law and the rights of others, in transmitting moral and spiritual values, and in providing children and youth with security and opportunity. An antidote against pressing social problems may be found in strong family life. Parental example and family discussion of issues involving moral and ethical principles are means by which youth are guided toward adopting acceptable social behavior and developing a workable and consistent philosophy of life. All adults in the community have a responsibility in providing youth with an example of high standards of personal and group integrity.

The 1960 White House Conference on Children and Youth brought together all groups concerned with meeting the needs of children and youth. Home economics educators can share with others in implementing the recommendations made at the conference.

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[1] White House Conference on Children and Youth. *Recommendations: Composite Report of Forum Findings.* Washington, D.C.: Superintendent of Documents, Government Printing Office, 1960. p. 57.
[2] *Ibid.*

IMPLEMENTING RECOMMENDATION 471 IN THE HOME ECONOMICS PROGRAM

Recommendation 471 refers to "parent-youth guides," which should include principles approved by the majority of parents and youth, to serve as guideposts to social behavior.[3] According to Recommendation 472, these guides may be based on great ethical, moral, and religious truths.[4]

Developing Parent-Youth Guides

The guides may be written in terms of questions to be considered in deciding on appropriate behavior for specific occasions, or they may be written in the form of precepts.[5] In general, the guides should deal with matters that are of concern in any community: home duties, allowances, use of the family car and telephone, behavior at school and school functions, dating and parties, curfew rules, and smoking and drinking. Some guides contain statements regarding civic and social responsibility and the development of a personal moral code.[6]

Following are excerpts from one guide to social behavior that was developed by students of the Evanston (Illinois) Township High School:

1. I will judge people by their merits, irrespective of race, religion, or nationality.
   - A. Should I judge an entire race, religion, or nationality by the actions of one or two of their constituents?
   - B. Should I tell jokes that offend members of a particular race, religion, or nationality?

. . . . . .

4. I will realize that I have responsibilities to the groups of which I am a part.
   - A. Should I devote extra time to family activities?
   - B. Should I go to school merely for "book learning"?
   - C. What part should the church play in my life?
   - D. Should I benefit from a group without supporting it?
   - E. Should I expect recognition for all of my work?
   - F. Should I accept responsibility without believing that I am obligated to carry it out?
   - G. What should my American citizenship mean to me?

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[3] *Ibid.*
[4] *Ibid.*, p. 56.
[5] Carson, Ruth. "A Code for Teen-agers." *Parents* 34: 48-49; November 1959.
[6] Maryland Council of Churches. *Teen-age Guide.* Baltimore: the Council, n.d. 5 p.

10. I will take it upon myself to formulate my own moral code and strive to follow it.[7]

Perhaps the key to successful development of a guide to social behavior is to be found in the principles of group dynamics as analyzed by Dorwin Cartwright.[8] A summary of these principles is presented below.

In developing parent-youth guides to social behavior, it is important to start with youth. Although parent groups may be the first to recognize the need for such guides, youth must be encouraged to originate the action. Later, parents and representatives of community youth activities may be involved in development of the guides.

There are several points at which an awareness of the value of a guide to social behavior may develop. Junior high-school or senior high-school home economics classes are natural starting points. Class discussion is often centered upon misunderstandings between adults and youth. During such discussions a poll of parent opinion, a news item on a community problem, a pertinent question, or stimulus from a resource person focuses class attention on students' own and others' behavior. At this point they may be ready to examine means of overcoming parent-youth-community conflicts. Then, parents and leaders in churches, recreation centers, or volunteer organizations should come into the discussion.

Among adults, the idea for a guide to social behavior may originate in home economics classes for adults, such as parent education or family life classes. The idea may also originate from within the parent-teacher organization or other community groups. However it begins, it is important to seek community action in order to involve all who are affected by the process of change.

The more attractive the group is to the member, the more it will influence the member. The group will be attractive to its own members and other youth in the community if the school and community organizations and individuals give it support and encouragement. Publicity from newspapers, radio, and television may make the group seem more attractive.

Prestige is an important source of influence in a group. Recognition should be given to the youth group which is working on the plan for the guide and its use. Such a group needs to represent a cross section of the school population, so that the total school body becomes involved in the prestige which results.

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[7] Davis, Marilyn Parks. "On This We Agree . . ." *Family Circle* 34; December 1955.

[8] Cartwright, Dorwin. *Achieving Change in People: Some Applications of Group Dynamics Theory*. Ann Arbor, Mich.: Research Center for Group Dynamics, 1951. p. 381-92.

Strong pressure for change can come about by helping the members share the same feeling of need for change. Eric Johnson suggests that youths need to learn to find peaceable, creative solutions to conflict. One method is the Quaker meeting approach in which there is no voting, but a solution is found which will win the support of all—a consensus.[9]

The following benefits may come about if students share in the development of guides to social behavior:

1. Better personal relationships with parents and teachers may develop.
2. Young people may have an opportunity to identify with good adult influences in the community.
3. Increased understanding of the reasons for the various modes of behavior may be developed.
4. Experience in setting up and carrying out goals may be obtained, along with an awareness that it takes time and adjustment to solve problems.
5. Social consciousness can be developed at the same time as commitment occurs and breadth of understanding comes about.

A number of experiences have shown that social behavior is actually improved when students have cooperated in developing guides on the subject.

IMPLEMENTING RECOMMENDATION 472 IN THE HOME ECONOMICS PROGRAM

Establishing Parent Education Programs

The importance of improving family life and the role of parents in achieving this improvement were recognized in the recommendations of the 1960 White House Conference on Children and Youth. Emily Mudd and Reuben Hill recommended that there should be education for family life, at every stage of human development, aimed at critical points of maximum readiness when members are most teachable.[10] Continuous education in family life seems particularly important from the point of view that "parents need to deal intelligently with children not only because the children stand to benefit as children, but also because such treatment is a way of assuring that these children will someday do

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[9] Johnson, Eric. "What Education for Living in 1975-2025?" *Parents* 32: 50-51; October 1957.

[10] Hill, Reuben. "The American Family Today." *The Nation's Children: The Family and Social Change.* (Edited by Eli Ginzberg.) New York: Columbia University Press, 1960. Vol. 1, p. 104.

an adequate or even superior job of child rearing themselves."[11] The adult homemaking program has rich opportunities for working with community groups in promoting and providing for educational programs and group counseling sessions for young adults.

Organizing classes as part of the program in home economics education for adults would probably best be worked out through the cooperation of the citizens in the community. Citizen councils or advisory committees can help to determine the kinds of classes desired, the appropriate level of instruction, and the adults who may be reached. Such advisory groups can also help to work out details regarding scheduling of classes and to plan for local promotion. Careful attention given to these planning stages can go a long way toward insuring the success of the educational venture.

In urban communities, advisory groups organized around existing leadership in interested community groups—PTA, church, city recreation departments, and welfare agencies—are sometimes utilized. In smaller communities, and probably in many urban centers, a council having the force of sanction from the public-school board of education may be the answer. Herbert Hamlin recommends that members of the council be chosen by a selection committee appointed by the board of education.[12] A statement of the duties of the council members would be approved by the board to serve as a guide in choosing persons to select the council. The board would retain the right to disapprove of individual nominations made by the selection committee, but would appoint no one who was not nominated by the committee.

The procedures followed in one community in organizing and operating the selection committee may be helpful:

1. Five lay citizens were chosen by the board of education. A representative of the board of education, the principal, and the teacher involved sat with the committee as consultants.
2. The selection committee was appointed for a three-year term. Its first year it obtained from a large and representative part of the citizens of the district suggestions of persons to be considered for membership on the advisory council. The members of the committee added their own suggestions to this list. They themselves were eligible for membership on the council.
3. The selection committee recommended to the board of education the exact number of new members of the advisory council that the board wished at any time to appoint.
4. In choosing persons to be nominated for membership on the advisory council, the selection committee suggested persons who were:
   a. Clear and careful thinkers about the problems of public-school education in the vocational area considered

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[11] Grams, Armin. *Parent Education and the Behavioral Sciences.* Washington, D.C.: Superintendent of Documents, Government Printing Office, 1960. p. 40.

[12] Hamlin, Herbert H. *Citizen Participation in Local Policy Making for Public Education.* Urbana: University of Illinois, 1960. 35 p.

b. Acceptable to people in the district
c. Able to work constructively with others
d. Representative of the people in the district in geographical distribution; age; schooling; political, religious, and organizational affiliations; and the nature of their interests in the vocational area being considered. (They included parents and nonparents of high-school pupils, persons favorable to and critical of current policies and programs, and old and new residents of the district in approximately the proportions in which these people existed in the district.)

5. No one was recommended for membership on the advisory council because he was an officer, representative, or spokesman of any organization or institution.

After persons were nominated by the selection committee for service on the advisory council, the board of education wrote formal letters to those chosen and requested that they serve as members of the advisory group. Their duties and term of service were made clear. The formal invitation gave status to the appointment and made those selected realize the responsibility placed in their hands.[13]

The plans for the class itself should be worked out with the entire membership after the class has begun. This gives everyone a share in the promotion and the eventual success of the class, probably assuring higher quality of participation and greater probability of change.

Activities for Parent Education Programs

Since young adults usually work during the day, a supper club is a good starter. The home economics laboratory, church or community center kitchen, or the local public service can provide a meeting place. The supper hour provides a setting for developing the rapport essential for the most spontaneous participation in the discussion of problems in parent education.

Some topics which can be included in the program of parent education for young adults are:

1. Stages in the family life cycle
2. Changing ways of child rearing
3. One's role as a mother or father
4. The physical, mental, emotional, moral, and spiritual development of children.
5. Guidance procedures to use with children
6. Community agencies which provide services for children
7. The learning process of children
8. Values and how they are acquired.

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[13] Alford, Bessie, and Simpson, Elizabeth. "New Dimensions in Adult Education." *Illinois Teacher* 1: 8-9; October 1957.

The home economics teacher can work with a planning group composed of class members to build a meaningful program using the discussion skills of young adults and resource persons as well as other methods.

There are different ways in which parent education programs can be developed. Some develop as a part of the adult education program in the school; others, as a part of the educational services of churches and community agencies. The National Congress of Parents and Teachers has prepared study course materials in this area of parent education. The home economics teacher can become the discussion leader for classes promoted and organized by the local PTA or she may train lay leaders in group discussion methods. The lay leaders may then organize and lead their own parent education groups. The *PTA Magazine* (700 North Bush Street, Chicago 11, Illinois), as well as the parent-education chairman of the local PTA, can provide valuable program planning.

In some areas of larger cities where there are population groups which are difficult to include in adult education activities, the homemaking teacher will find it necessary to work with local welfare agencies, improvement associations, and recreation (or community) center directors. Programs for older teens—separate programs for boys and for girls—have been tried and found successful when they are geared to the social and developmental level of the boys or girls, as well as to their cultural backgrounds.

There are special groups of parents whose need for guidance and understanding may be particularly great. Among these are parents of teen-agers. Icie Macy states that, in the United States today, one out of every four mothers bearing a child is less than 20 years old. Approximately three out of five fathers are under 20.[14] These figures point up the great need for parent education for this age group.

Another group of parents with special educational needs are the fathers and mothers of exceptional children—the physically handicapped, the mentally handicapped, and the gifted. Special classes for parents of children in these categories should be provided if qualified personnel are available to assist with instruction.

With television influencing so many of our attitudes, we should not overlook the possibilities for its use in adult homemaking education. Programs concerned with the development of childrens' spiritual, moral, and ethical values may be brought to many more people via television. The prerequisites for successful programs in this medium are many. Community support, trained television personnel, a master teacher, and

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[14] Macy, Icie G. "Nutrition and the Teen-ager." *Reference Papers on Children and Youth.* White House Conference on Children and Youth. Washington, D.C.: Superintendent of Documents, Government Printing Office, 1960. p. 187.

carefully made plans have brought valuable programs to people who otherwise would not be reached. Though it cannot be considered as a substitute for the personal relationships of classes and group discussion meetings, television can begin to do some of the things not accomplished because of lack of financing and community action.

Some parent education programs include use of the group counseling method. Special training is required to do group counseling effectively. Group premarriage and marriage counseling by specially trained personnel may be conducted by churches and community service agencies.[15] The home economics teacher should familiarize herself with the counseling facilities in her community and be prepared to make appropriate referrals should the need arise.

Getting Started on a Parent Education Program

A vast amount of material is available through public libraries, public schools, churches and church councils, recreation programs, state extension services, and professional organizations whose membership work with individuals and families. The following references provide valuable program planning and study resources:

1. The *PTA Magazine* (700 North Bush Street, Chicago 11, Illinois)
2. *Parents' Magazine* (400 Diversey Avenue, Chicago 39, Illinois)
3. Child Study Association (132 East 74th Street, New York 21, N.Y.)
4. Children's Bureau publications (Department of Health, Education, and Welfare, Superintendent of Documents, Government Printing Office, Washington 25, D.C.)
5. Science Research Associates, Inc. (57 West Grand Avenue, Chicago 10, Illinois)
6. Public Affairs pamphlets (22 East 38th Street, New York 16, N.Y.).

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[15] Driver, Helen. *Counseling and Learning Through Small-Group Discussion.* Madison, Wis.: Monona Publications, 1958. p. 376-79.

Chapter 4

The Family and Citizenship Education

Dorothy Keenan

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Recommendation 69

That the role of the family as the primary source of citizenship education be re-emphasized and fulfilled through—

parental example in respect for law and the rights of other members of the family, neighbors, and the community;

family discussion and study of such topics as moral standards and tolerance of others' beliefs;

cooperation of all groups in planning programs to help parents carry out this responsibility.[1]

Recommendation 81

That all young people be involved in voluntary community service; that there be more community coordination and intergroup cooperation to expand and correlate youth volunteer services; and that special attention be given to involving migrant and minority-group youth, those at the extremes of the economic scale, and those with special needs.[2]

Recommendation 82

That voluntary community service for youth be planned and organized with the following objectives:

development of sense of community responsibility; of sensitivity to the needs of family, community, national, and international life; of character and moral values; of awareness of community re-

[1] White House Conference on Children and Youth. *Recommendations: Composite Report of Forum Findings.* Washington, D.C.: Superintendent of Documents, Government Printing Office, 1960. p. 10.

[2] *Ibid.*, p. 11.

sources; training in leadership and in the democratic method and process; provisions of experiences in group planning and problem solving with adults, and in seeing fulfillment of real community needs; opportunities for youth to initiate their own community service projects; for them to investigate careers.[3]

Recommendation 85

That volunteer service by youth be in proportion to their ability, health, amount of free time, and stage of development; that agencies protect them in activities which could be harmful to them (such as fund drives, salvage drives, or certain hospital services); and that youth work with recognized agencies to avoid exploitation by those with questionable methods or goals.[4]

PREPARATION FOR CITIZENSHIP

The Role of the Home

Preparation for responsible participation as a citizen of our democratic society begins within the family. There the child who is treated as a worthy and precious individual can learn to react with a similar attitude to others. He can learn that he belongs to a social group, and that certain behavior encourages the smooth operation of that group. For example, no family member can have all his desires gratified, so compromise and choice making are essential. No family member lives in isolation; therefore, cooperation and sharing must be practiced. The family will have rules—set up to promote the physical and spiritual well-being of those in the family, and of friends and neighbors, too. The child must learn first to obey these regulations; but later, if parents are really concerned about his growth as a citizen, he can be helped to have a part in the development and application of principles to fit changing situations. Through family discussions in an atmosphere which supports the dignity of all partcipants, the young person can learn to express his convictions, to consider the views of others, and to relate his own desires to the welfare of the total group. He can be given increased freedom as he demonstrates his ability to bear responsibility for that freedom. He can learn that privileges are accompanied by the obligation to use them constructively, and that man acts as a responsible social being when he works for the extension of basic human rights to those who do not enjoy such rights.

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[3] *Ibid.*, p. 11.
[4] *Ibid.*, p. 11.

To the home, the child takes his questions about beliefs and practices as he finds they differ from those of his family. Parents can be interpreters, helping the child to stand by his own values and, at the same time, to understand and respect the sincere convictions of others. They can show him how one's thinking can be stimulated and one's philosophy broadened by a consideration of the ways of other people and cultures. They can help him develop the basic attitudes, and the accompanying behavior patterns, which will prepare him to get along with, enjoy, help, and learn from people of all ages, races, and economic and educational levels.

The Role of the Community

From the home, the child moves out into the larger community. There, under the guidance of interested adults outside of his own family group, he can put into practice those skills of democratic living which he has learned, and continues to learn, in the home. Starting in school, with a class grouping, the young person can gradually move on into nonschool community activities of a service nature. Every community has problems—work that needs doing, real activity that will improve the quality of living in the area. There are concerns of health and safety, of beauty and convenience, of education and inspiration. The sick, the aged, the very young, the minority groups, and the underprivileged all need help. Properly guided, adolescents can perform really worthwhile services and fulfill real community needs. To this end, agencies should work together so that the activities of youth will contribute to the development of the young people themselves as well as to the improvement of the community. Exploitation, and "made" work, without significance, are extremes to be avoided. In all such experiences, the fundamentals of group living, based on respect for the individual, must be re-emphasized and applied in a variety of new situations, reinforcing and also broadening the teachings of the home.

Skilled leadership is necessary if the young citizen is to experience effective involvement in the democratic method and process, and develop a real sense of responsibility for the welfare of the total community. Perhaps the part-time adult volunteer helper needs to be supplemented by professional personnel with special training for the role of youth guide as well as a sense of dedication. The adolescent is aware of the conflict within adult value interests, and is often driven to groups where he may work out his own consistent, and often more idealistic, value pattern. Kagan has suggested, "Because values do become more firmly anchored when approved by one's own peers, probably the most fruitful area to counteract the decay of values in our day is in the self-

organized youth groups under a democratic leader who is himself highly motivated by ethical, democratic, and spiritual beliefs." [5]

The importance of trained leadership seems clear. Properly guided, and given the support of the home and of the community as a whole, voluntary community service for youth should be able to make a major contribution toward helping all young people develop spontaneity and creativity, a deep concern for others, and more self-knowledge, human potentialities which, according to psychiatrist Lawrence Kubie, the school and society have failed to develop.[6]

IMPLEMENTING RECOMMENDATIONS 69, 81, 82, AND 85 IN THE HOME ECONOMICS PROGRAM

Most of the suggestions given are suitable for use at the high-school level, in the classroom or in FHA activities, or in adult education classes.

The teacher can set an example of respect for law by being careful about the way she carries out and speaks about school and community regulations.

Student responsibility for the care of community property can be emphasized. For example, if cookbooks are used in the foods laboratory, stands or racks should be made to hold them so they can be easily read, yet protected from stains and spatters.

Sometimes a popular or more able student can be requested to help a withdrawn or slower student, after having been given specific instructions as to what to do. In one case, an understanding girl was asked to work with a retarded, fearful student, one who was afraid to try even turning on a stove burner, and was greatly pleased with her charge's growth in independence.

High-school students may gain satisfaction from helping younger children to develop as persons. In one primary grade, one six-year-old child never entered into the class activity, never smiled, and generally gained little from her school experience. When the sophomores studied child care, each girl took one of the primary children to observe and help. Armed with a list of suggestions from the grade teacher (smile at her; tell her that you will come to see her every day; praise extravagantly the slightest evidence of initiative; read to her alone; etc.), the high-school student assigned to the unhappy six-year-old soon was able to get a real response from the child. The student continued to

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[5] Kagan, Henry Enoch. "Teaching Values to Our Children." *Children and Youth in the 1960's.* White House Conference on Children and Youth. Washington, D.C.: Superintendent of Documents, Government Printing Office, 1960. p. 63.

[6] Miel, Alice. "Trends in Curriculum, Teaching, and Guidance." *Children and Youth in the 1960's.* White House Conference on Children and Youth. Washington, D.C.: Superintendent of Documents, Government Printing Office, 1960. p. 119.

work with her, even after the class project was over, and was rewarded with evidence of academic and social achievement far beyond what had seemed possible.

Home economics students can organize and/or cooperate with other students or with parents and community leaders to set up school citizenship codes and parent-youth codes.

The teacher can accept adolescent expressions of rebellion as indications of growth toward more mature attitudes, and help students to analyze the basic psychological processes involved. Students can also list ways to release tensions and work out resentments. One class divided such a list into three categories:

1. Harmful to us or to others (vandalism, malicious gossip)
2. Probably harmless, unless done to excess (window-shopping, escape reading)
3. Helpful and constructive (physical exercise, playing a musical instrument, helping others, and discussing one's feelings with an understanding person).

Class discussions can occasionally be analyzed in terms of criteria for democratic process. Such questions as the following can be proposed by the teacher and students.

1. Did we make it easy for each person to express himself?
2. Did we give real consideration to varying points of view?
3. Did we cooperate with the leader and did the leader guide in a responsible way?

Observers, who do not actually take part in the discussion, are often able to give a more objective and accurate report of procedure. Tape recordings can serve the same purpose. But in both cases, the teacher will need to help decide on the types of information which are important.

Family councils considering typical problems can be role played and students helped to develop techniques for operating in this type of setting. High-school students often have difficulty in achieving satisfactory methods of discussion when two or three generations are involved. Some preliminary study of differences in viewpoint which may be dependent on age, degree of responsibility for the family, or personality characteristics, is often helpful.

If family councils are really to be successful, adults as well as young people need instruction in their use. In adult education classes, parents may study the principles of democratic discussion and practice the necessary techniques. In these classes, a greater understanding of characteristic developmental stages and reactions of children and youth can be achieved through study and sharing of insights with other parents and with professional workers.

Teachers can make frequent use of community resources in developing class projects. Often students are unaware of the opportunities for study, recreation, or assistance of various kinds which are available to them without charge or for a small fee. If the community is small, state and federal institutions and associations which are prepared to help citizens in various ways should be brought to the attention of the students. An interesting exercise would be one using a case situation in which the problems of a family are described and the class assigned to investigate what agencies could be called upon for aid with the problems.

In one good-sized city, a newspaper reporter planned a two-week stay-at-home vacation, using only facilities found within the city and immediate surroundings. The activities planned were varied, often educational, and would cost but a fraction of a usual vacation allowance. With imagination and a little investigation, this could be done in any community. Students may enjoy planning at-home vacations for families of various composition and interests. This activity would also be suitable for adult classes.

Respect for customs and beliefs of others can be increased by classroom experiences. Books and films are helpful here. Cynthia Bowles' book, *At Home in India,* shows great understanding of the people of India. "When she went to India, at 15, she was already prepared to make an effort to understand another way of life; she went with respect and humility."[7] Through the use of such reading material, in cooperation with other school departments, the home economics teacher can help students get pictures of family life in cultures other than that of the United States.

A Future Homemakers of America group can take the lead in raising money to send a high-school student who has completed his junior year to live with a family in another country for a summer, under a program such as the Experiment for International Living or the American Friends Service Committee. Such a student—if the experience did help him to become a "world citizen"—would have much to contribute to both school and community.

An adult group can compile a list of books suitable for reading aloud in a family with young children, or even with older children, in order to help the children form positive attitudes toward people of other cultures and status groups. The "Books for Brotherhood" list, issued annually by the National Conference of Christians and Jews (43 West 57th Street, New York 19, N.Y.), contains books specifically selected to promote understanding among various groups.

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[7] Lee, Dorothy. "American Children and Youth as World Citizens." *Reference Papers on Children and Youth.* White House Conference on Children and Youth. Washington, D.C.: Superintendent of Documents, Government Printing Office, 1960. p. 34.

Sensitivity to the needs of others can be encouraged by teachers. It has been found helpful to teach the developmental tasks of other age groups—expressed very simply, of course—to adolescents. So often, for example, it has never occurred to a high-school student that her parents or her younger brothers or sisters also have difficulties in meeting society's expectations. After developing this awareness, a discussion of specific ways the teen-ager can help may result in behavior changes which will improve the quality of the relationships in her family.

Since one of the cornerstones of good citizenship is effective discipline of children in their early years, carried out in an atmosphere of love and respect for the developing personality, parents in adult education classes can be helped to look at their methods of control to see if they are maintaining a suitable balance between freedom and restraint in their home.

The home economics classroom, with its many chances for students to help in planning and to assume responsibility, is a place to help those who are not natural leaders. Perhaps the school should concentrate on helping to build confidence in such persons, give them experience in working with groups, and, finally, suggest students for service with various community agencies when they are ready to handle a particular job.

A listing of opportunities for such service can be made, including the time required, the necessary skills, and some of the satisfactions to be gained from each type of activity. Students or adults who were already helping with a particular activity can describe the work and the jobs within it for teen-agers to carry out. Students should be encouraged to plan for a balance in their leisure-time activities.

The Role of the Home Economics Teacher

Through day-to-day experiences with her students, the home economics teacher may exemplify the characteristics desirable of a good citizen. As she shows a genuine interest in every student, whatever his ability level or background, as she shows fairness and mutual respect for all, and as she works with her students in a democratic fashion, she is demonstrating desirable behavior as a citizen. As she participates in school and community activities and is alert for opportunities to contribute to projects which make for better living for all, her students will gain from her an interest in service to others. Throughout the home economics curriculum there are many opportunities for the teacher to help her students realize that the response for citizenship education begins in the home, and that, as older brothers and sisters and as future parents, they have an obligation to make their best contribution as citizens in a democratic society.

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